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learned . . . but as a set of phenomena to be investigated scientifically." The chapter is written from this standpoint and is accordingly stimulating and suggestive. An ample bibliography precedes each chapter.

In conclusion, it may be stated that while this book still leaves room for a briefer work on the teaching of mathematics from the psychological standpoint, yet it is able, sane, practical, suggestive, and stimulating, and the teacher of mathematics cannot well afford to be without it.

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Das Buch vom Kinde. Ein Sammelwerk für die wichtigsten Fragen der Kindheit unter Mitarbeit hervorragender Fachleute herausgegeben von ADELE SCHREIBER. Leipzig and Berlin: B. G. Teubner, 1906. 2 vols. Pp. xxv+887.

This co-operative work on the "weightiest questions concerning childhood" is described by its editor as "a guide, a true leader into childland. It gives instructions for the care of the body and the soul of the child. It discusses all the weighty problems of home education, and offers abundant counsel concerning occupation and education from earliest childhood to maturity. Far-seeing specialists discuss in it the reform of the school system and of the legal protection of childhood. The profoundly important question of the choice of vocation for boys and for girls is most thoroughly treated."

It is intended not only as a help to those parents and teachers who in some bewilderment are seeking for knowledge in the voluminous literature of the subject, but also as a means of arousing to a sense of their responsibilities the "numberless others" who "still live thoughtlessly, without having understood the immense significance of the word education."

The book deals almost exclusively with present conditions and tendencies to reform in Germany. Its value to American readers lies in the information which it yields on these matters, in its exhibition of the number and complexity of the problems relating to the care of children, and in its suggestiveness as to variations and improvements in our own activities in this field. It gives, moreover, abundant evidence of the existing defects in German education, and of the great improvements which have occurred in Germany during the last fifteen years. Especially notable among these last are the greater attention to individual needs, and the better care of unfortunates.

The work consists of ninety-five articles, contributed by seventy-nine writers. It is unusual, if not unique, among books on childhood, in the variety and professional standing of its contributors, among whom are university professors, teachers in various regular and special schools, doctors of medicine, jurists, and other state officials. It is provided with nearly two hundred illustrations—half-tone reproductions of photographs, woodcuts, and prints in color—and the whole is given artistic form through beautifully clear large type, numerous unique decorative designs, and full-page drawings of child life.

The unusual character of the book perhaps justifies the necessarily dry analysis of its contents. The various subjects are classified under four main heads: I, "The Body and the Soul of the Child;" II, "Education;" III, "The

Child in Society and in Law;" IV, "Vocations and Vocational Training." Part I includes articles on the body of the child and its development; the feeding of infants and children; the general hygiene of childhood; diseases and care of the eyes, ears, nose, throat, and teeth; clothing; acute infectious diseases; diseases of the nervous system; first aid to the sick and the injured; the sexual problem; the child and crime; the ethical sensibilities of childhood; character and defects of character.

Part II (Education) occupies more than half of the entire work. It contains three subdivisions: the first of these treats of education in the home, and general education. Here are placed discussions of the artistic nursery, the development and the obstructions of speech, play and occupations, various phases of handwork, the picture-book, reading for children, drawing with pencil and with color, modeling, music, dancing, gymnastics, games, the training of character; religious, ethical, and social education. The second subdivision includes articles on the kindergarten; elementary, continuation, and higher schools for boys and for girls; school hygiene; the newest methods of teaching; coeducation; the relations of home and school. Here, too, one finds interesting evidence of educational progress in Germany in the discussions on the education of orphans, day homes for children whose parents are absent at work, asylums for foundlings and illegitimate children, vacation colonies in the country, vacation walks, homes and playgrounds for feeble and exhausted children, open-air schools, institutions for wayward children, and public kitchens for the supply of pure milk and other food. The third subdivision deals with the education of abnormal children—the dumb, the blind, the backward and feeble-minded, and the crippled.

Part III is devoted to social and legal questions. Following a long and interesting presentation of statistics concerning German children are briefer discussions of criminal and private law, the legal rights of illegitimates, state guardianship, child labor, and the prevention of cruelty to children.

Finally, Part IV deals with the important questions of vocation and vocational training. The first article surveys in an interesting and systematic way the field open to boys who have completed only their elementary schooling; the second, the opportunities for graduates of higher schools; the third and fourth, occupations open to girls and women. The work closes with a brief discussion of university study for women.

The comprehensiveness of the book is evident enough from the foregoing incomplete list of topics; in encyclopedic range it is, in fact, unmatched by any other book on childhood. But, as the title indicates, it is in character a compilation rather than an encyclopedia. Moreover, it has the defects of a compilation made without detailed editorial policy as to the nature of the subject-matter; each contributor has dealt with his subject as seemed good in his own eyes. The reader can therefore have no certainty as to the trend of any particular discussion; he may find a careful summary of facts, a historical sketch, a more or less wordy description of existing conditions, medical or other advice, a project for reform, a criticism, or more than one of these. In short, one who would be spared some sharp disappointments must be prepared for the unexpected. Thus, the article on children's savings is merely a caustic denunciation of school savings banks; it gives no information as to the condition or actual

workings of the scheme. In the main, however, the tone is that of the practical worker or the practical reformer unencumbered by complicated theory. In this respect it is in refreshing contrast to a great mass of our pedagogical literature.

The book is designedly popular in character; the articles are elementary and introductory. The specialist will turn to it in vain for aid within his own field, though he will certainly gain interesting glimpses of the manifold activities and opinions relating to German childhood outside his field. And, in spite of the prefatorial promises above cited, its value as a guide in any particular direction is limited by the necessary brevity of the articles. It will not, for example, take the place of special books for the mother, who needs not only general knowledge concerning the food, clothing, hygiene, and diseases of her children, but also specific aid for a thousand emergencies. Neither will it be sufficient for the teacher who requires detailed information on any aspect of his work. For these, as for others, its main value lies in its suggestiveness and in its general view of the whole field. *Die mühsam suchenden* will find suggestions for further study in the brief bibliographies—exclusively of German books—appended to many of the chapters. As for *die zahllose anderen . . . die noch gedankenlos dahin leben*, perusal of this work should arouse them once for all to a lively, if not crushing, sense of their responsibilities. Fortunately for ourselves and for the future of the race, no one has to face all of the problems here discussed all of the time.

Readers unfamiliar with German will gain much from the illustrations. They depict admirably many interesting aspects of German school life and school work.

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BOOKS RECEIVED

EDUCATION

- Linguistic Development and Education.* By M. V. O'SHEA. New York: The Macmillan Co., 1907. Pp. 347. \$1.25.
- The Child's Mind: Its Growth and Training.* By W. E. URWICK. London: EDWARD ARNOLD; New York: Longmans, Green & Co., 1907.
- The Teachings of Thomas Henry Huxley.* By IRVING WILSON VOORHEES. New York: Broadway Publishing Co., 1907. Pp. 85.
- Suggestion in Education.* By M. W. KEATINGE. London: Adam and Charles Black; New York: The Macmillan Company, 1907. Pp. 200. \$1.75.
- Moral Training in the Public Schools.* (California Prize Essays.) By CHARLES EDWARD RUGH, T. P. STEVENSON, EDWIN DILLER STARBUCK, FRANK CRAMER, GEORGE E. MYERS. Boston: Ginn & Co., 1907. Pp. 203.
- The Industrial Improvement Schools of Württemberg.* By ALBERT A. SNOWDEN. New York: *Teachers College Record*, Columbia University Press, November, 1907.

ENGLISH

- A Hundred Great Poems.* Selected and annotated by RICHARD JAMES CROSS. New York: Henry Holt & Co., 1907. Pp. 230. Gilt edges, flexible cover.